

THE
**SCHOOL GOVERNMENT
CHRONICLE**
AND
EDUCATION REVIEW

Vol. cl. No. 3,397
(Estab. 1871)

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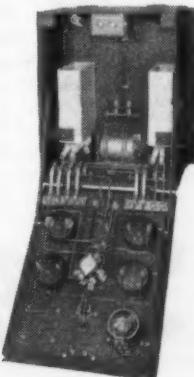
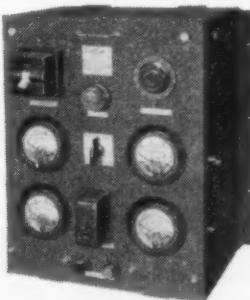
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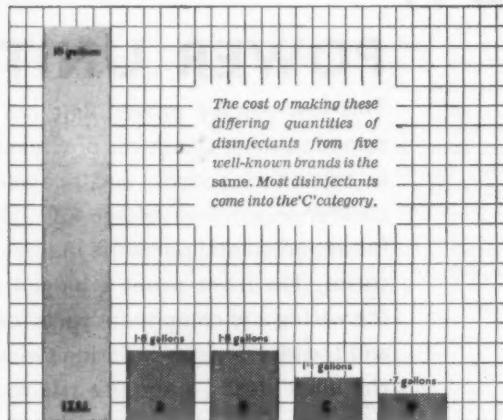
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AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,397. VOL. CLI.

AUGUST, 1958

Public Support for Education

Extracts from the Presidential Address given by Sir Ronald Gould, General Secretary, National Union of Teachers.

Teachers and their professional organizations were urged by Sir Ronald Gould, general secretary of the National Union of Teachers, to make efforts to win greater public support for education, when he delivered his presidential address to the annual assembly of delegates of the World Confederation of Organizations of the Teaching Profession in Rome this month.

Sir Ronald who has been President of the Confederation since its foundation six years ago, said teachers had valuable allies in their task of publicising the needs of education. "We can count," he said, "on the support of the lovers of children, the social and political reformers, the hard-headed business men concerned about production, the parents, and all those who in increasing number believe that education adapted to aptitude and ability is the right of every child. And we need this help, for we work within the framework of free and democratic societies, in which legislation is subjected to rigorous scrutiny and debate, in which taxes are rarely paid with enthusiasm and frequently in anger, and in which educational advances reflect the opinion of the majority of the people. Thus we need all the allies we can get, for advances are only attained by and with the consent and support of the public."

The Teachers' Responsibilities.

This did not, however, decrease, but rather increased the teachers' responsibility. "We are," Sir Ronald went on, "the servants of the public in the same way that Burke said Members of Parliament served the public—Members of Parliament, said he, owe the public not only devoted service but their powers of judgment. We, too, owe the public not only devoted service in the classroom but our help in solving the many financial, administrative and other problems connected with education. No body of people is in a better position to advise on educational theory and practice. And none can give more point and direction, none can better give precise and practical form to vague aspirations and feelings of goodwill, than members of the teaching profession. This, then, should be our task: to win greater public support for education and to direct that support into practical channels."

Publicity is no Panacea.

In these modern days, Sir Ronald continued, all were publicity conscious. "We tend to believe in the power

of advertising in almost everything, but it is no panacea, no cure-all for every ill. It has its limitations. Publicity, for example, is no satisfactory substitute for consultation, which often produces better results. When governments are preparing legislation and expert advice is needed on technical questions, headlines, leaflets and public meetings do not help at all. Common-sense dictates that governments can adopt suggestions without much trouble if discussed privately, but if advocated publicly governments may resist, if for no other reason than to avoid the appearance of yielding to pressure. It is therefore not wise to turn every question into a public issue, for sometimes other methods produce better results.

"Nor can all publicity produce quick results. When the teachers' views and a government's run counter to each other, publicity takes time to produce results, but on the other hand if, as is sometimes the case, the government is merely immobile and you wish to make it move, or if the government has accepted a principle but is laggard in applying it, the chances of success in publicity are greater.

"But despite its limitations, public relations work is still of enormous importance in creating a favourable climate of public opinion, and on this I would like to make four suggestions.

Sound Presentation.

"First, remember (and this is of fundamental importance) the commonest of errors, which is to think more of the means of publicity—lay-out, typography, paper, etc., the newspaper or newspapers chosen, and so on—than the aim of the publicity and material to be used. For the problem of winning public support is first, what are you aiming at? Secondly, what facts, evidence, arguments are there to support you? And thirdly, how is that material to be presented? The public cannot be won by cliches or platitudes. The aim must be clear, the material new and worthwhile. Nothing should be issued until there has been an exhaustive examination of all the relevant facts, and on that examination an honest appraisal and judgment made. We shall never make much progress unless everything is well-documented, factually accurate and sound in its judgments. After that, how it is to be presented is, of course, important, for educational publicity, like women, should always look attractive.

Ignore Some Attacks.

"And my second suggestion is this: do not reply to all attacks on you or your position. Shrug off the less important, for time will not permit answers to every ill-judged utterance and some opponents are not worth powder and shot. But where an important criticism has been made, stand up to it and use every resource to answer it effectively."

Sir Ronald said it was remarkable that some of the most devastating criticism of schools had come from teachers themselves—often from ill-informed teachers. According to the American magazine *Time*, a man had spent seventeen days as a substitute high school teacher in the Bronx, and out of that experience had written "Blackboard Jungle." "It was a similar sort of teacher," Sir Ronald continued, "who after a brief experience in London schools wrote a startling series of articles on behaviour problems in English schools. These devastating if exaggerated and unfair criticisms must be answered, and the effective answer is not a flat denial. In England we made an exhaustive enquiry into discipline and the picture that emerged, if not as pure as the driven snow, or as clothes washed in modern detergents, was much better than the critics had suggested. The prejudiced sensational story was largely destroyed by patiently assembled and collated facts."

Devise New Methods.

Sir Ronald's third suggestion was that new occasions not only taught new duties but they ought also to teach new methods.

"Never has it been more necessary than it is to-day to secure public support in educational development and expenditure," he said. "Education is inevitably a

costly business and the money for it will not be found unless people are convinced of its value. I have no doubt that pamphlets, leaflets, newspapers and public meetings still have their use. So, too, have films, radio and television. Indeed, the N.E.A. has successfully made and distributed films itself. Open days at schools and exhibitions of school work are excellent, though I wish some organizers would present to the public all the important aspects of Education, and not merely those which readily lend themselves to visual display. Next year in England the N.U.T. hopes to present a National Exhibition, the biggest, it is believed, that has ever been held anywhere, in order to show the public how children are being educated, what teachers are aiming at, what results are achieved and what further developments are needed. This is a new technique to meet the needs of a new age.

Professional Standards.

"My fourth suggestion is hard to make, for it may sound like preaching. Sound work in schools, high standards of professional behaviour, produce the best of publicity. Slip-shod and indifferent work and low standards of professional behaviour damage not only the reputations of individuals but of all of us and the whole service. The more teachers and schools become the subject of public discussion, the more certain it is that teachers must observe at all times the highest standards of professional integrity. The bad teacher, the weak teacher, the teacher who undertakes work for its publicity rather than its educational value, the teacher who is disloyal to his profession, all destroy faith in teachers and education. Only the highest professional standards can stand the test of constant public scrutiny."

Sir Ronald concluded: "I believe our Conference theme is significant. I believe our discussions about it here can have widespread and beneficial results. I hope we shall return home from Rome more convinced than ever of the contribution teachers and schools can make to moral, mental and physical well-being, more convinced than ever that the public needs the same conviction too, and as missionaries for a cause bigger than ourselves or our organizations, dedicate ourselves afresh to the great task of winning friends and influencing people for and on behalf of the world's most priceless possession—the rising generation."

Government Reception for American and Commonwealth Teachers

Queen Elizabeth, The Queen Mother, attended a reception given by H.M. Government when about 200 American and Commonwealth exchange teachers were presented to her. Her Majesty was received by Mr. Geoffrey Lloyd, Minister of Education, Mr. Niall Macpherson, Parliamentary Under-Secretary of State for Scotland and Mr. W. M. May, Minister of Education for Northern Ireland. Among those who accepted invitations were: The U.S. Ambassador and Mrs. Whitney; the High Commissioner for Canada and Mrs. George Drew; The High Commissioner for the Federation of Rhodesia and Nyasaland and Lady Rennie; The Acting High Commissioner for New Zealand and Mrs. Campbell; Mr. C. J. M. Alport, Parliamentary Under-Secretary of State for Commonwealth Relations and Mrs. Alport; Nancy Viscountess Astor; Sir Gilbert and Lady Fleming; and Sir Ben and Lady Bowen Thomas.

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Full Secondary Education for All

The single most important instalment of social reform in Britain during this century was the decision to embark on the provision of full secondary education for all children and not for just a selected few, said Sir Edward Boyle, Parliamentary Secretary to the Ministry of Education, addressing the Devon County Teachers' Association at Exeter. Sir Edward disclosed that nearly £400 million had been spent to provide over 2 million new school places. "All this has been done at a time when either building labour and materials were short, or else there have been good general economic reasons why capital development could not be allowed to go ahead unchecked. But there is a converse to this. If the creation of all these new school places have caused administrators to work harder and ratepayers to feel aggrieved, there is also the cardinal fact that we have 4,000 fine new school buildings at the end of it."

The importance of secondary education applied equally to agricultural and urban areas, said Sir Edward. "Before the war, one used often to encounter the view that county secondary schools would take children away from the land. But to-day we all know that when a farm worker is offered a job in a new locality, one of the very first questions which he or his wife will most probably ask is about the local schools and the possibility of their children receiving a full secondary education. In fact, I believe it is generally true to-day that people will not settle down to make their living in country districts unless they can be assured of, at any rate, a reasonable standard of urban amenities."

There had been a radical change in the attitude of very many people towards education since the war, Sir Edward felt. "When I first became interested in politics," he said, "during the later years of the war, people were devoting a great deal of thought and effort to the question of how we could eliminate certain intolerable evils in our society—such evils as poverty, squalor and large scale unemployment. I have never wavered in my belief that the elimination of avoidable unhappiness ought always to be one of the prime objectives of Government. But while this must always remain a highly important aspect of social policy, I think perhaps we have come to realise more clearly in recent years that there is another more positive aspect as well. And this brings me back to education.

"We don't just educate children in order to get rid of the scourge of illiteracy—though we ought to remind people that in recent years average standards of reading ability have in fact risen. What we are concerned with in education is, first and foremost, the development of human personality. Here, as I see it, we have made very great strides in Britain since the war. For example, it is impossible to ignore the very great effect which developments such as the introduction of free movement classes have made upon the post-war generation. And again, surely the immense interest which many young people to-day take in clothes, or in the decoration and furnishing of their homes is some indication that the emphasis upon art in schools is beginning to influence people's choice of the way in which they want to order their lives.

"I do not believe that this emphasis on individuality

is in any way inconsistent with industrial efficiency. On the contrary we are frequently assured that it is the children with the best background of general education in the schools who very often make the most rapid progress at a technical college. And surely the best possible motive for working harder is the widespread realisation that the products of hard work will become available in the form of a higher and more varied standard of living."

Popularity of the "Sandwich" Course

Steady Spread of System

A list of approved "sandwich" courses in technical colleges published by the Ministry of Education gives details of 263 courses of this type to be held during the 1958-59 session—65 more than were approved for last year. The new list includes the latest information about courses planned to start in the coming session.

There are now 144 courses—21 more than last year—available at Colleges of Advanced Technology and Regional Colleges. About a third of these lead to degrees or diplomas in technology, and the remainder to other high qualifications which in many cases give exemption from the examination requirements of professional bodies in the field of science and technology.

Sandwich courses offered at other technical colleges have also increased from 75 to 118. Many new subjects are offered including not only various branches of engineering, but also glass technology, business administration, carpet making, foundry work and pattern making, furniture production, dyeing and telecommunications. About half the courses in this group are intended to lead to the Higher National Diploma; the rest cover a wide variety of qualifications including a number below advanced level.

The importance of the sandwich course—alternate periods of full-time study in college and experience in industry—has long been recognised by the Government as a means of producing the technologists the country so badly needs. The system is now spreading to other fields and the continual growth in number and variety is evidence of their increasing popularity and standing among employers and students alike.

British-American Teacher Exchange Scheme

British teachers who are thinking of spending a year teaching in America during 1959-60 are asked to apply immediately to the British Committee for the Interchange of Teachers for full particulars, as applications are now being considered.

Exchanges with American teachers will be on a post-for-post basis in all types of school from kindergarten to Training Colleges. The exact number of posts available and the grant available will be announced shortly. Previously about 100 exchanges have been arranged each year.

Application forms are obtainable from the British Committee for the Interchange of Teachers, Dartmouth House, 37, Charles Street, London, W.1.

Children's Television Advisory Committee

Progress Report

The first Chairman of the Children's Television Advisory Committee (I.T.A.), Mr. Walter Hamilton, will be retiring shortly after completing three years' service. Mr. Hamilton was head master of Westminster from 1950-1957, chairman of the Headmasters' Conference in 1955 and 1956 and is now headmaster of Rugby. The authority and his colleagues on the committee wish to make known their appreciation of Mr. Hamilton's services during the first phase of the Committee's work.

The Role of the Committee

In accordance with the provisions of the Television Act, 1954, the committee is "representative of organisations, authorities and persons having experience of and special interest in the welfare and education of children and young persons" and its task is "to give advice to the Authority as to the principles to be followed in connection with the broadcasting in such programmes of matter intended for children or young persons." Collectively, therefore, the committee is a body of men and women, which drawing from their experience in the welfare and education of children and young persons, assists the Authority to act as the custodian of the public interest in the field of independent television.

Appointment of an Executive Assistant

At the outset the committee saw the need for a permanent officer whose task would be to keep it informed about programme trends and to collect and collate reactions to programmes amongst representative groups of people, including, of course, children themselves. This appointment was taken up in September, 1956, by Miss Jan Choyce who has represented the committee with a flow of information and comment, assembled with the help of a number of voluntary bodies and of groups of interested people. The committee has also, of course, had the benefit of Miss Choyce's own observation of programmes and of the contacts she has established, by the co-operation of the programme companies, with many people involved in the planning and production of children's programmes.

Consultations with the Authority and with Programme Companies.

Representatives of the Authority are always present at the committee's meetings but it has also made a practice of inviting spokesmen of different programme companies to meet it and talk about their aims and objects in the presentation of programmes for children. The committee has been helped by these discussions, which have shown that the work of the companies in the field of children's television is being conducted with an evergrowing sense of responsibility.

The committee accepts that the designated children's

time is mainly for entertainment and it does not recommend apportioning a part of this time specifically for instructional purposes. It believes, however, that in the course of providing entertainment television can do much to satisfy curiosity, impart knowledge and establish values which are important in the formation of character; and that, if the sympathetic attention and allegiance of children is secured by means of a warm and sincere presentation, television affords great scope for widening their experience and awakening their interest in the world about them.

A fair proportion of the output of the programme companies is, in the committee's view, achieving this purpose. The main questions round which its discussions with the Authority and the programme companies revolve are, firstly, whether there is as yet a satisfactory balance between output of the adventure story type which depends for its appeal on physical action, suspense and excitement, and programmes drawn from real life which can lead to new activity away from television; and, secondly, what fresh creative ideas in both fields can be found so as to avoid an excessive repetition of established formulae.

Violence in Children's Programmes.

Like many other citizens, members of the committee have personal views on the extent to which fighting and scenes of violence are tolerable in the adventure stories presented for children on television and they have discussed the subject on several occasions amongst themselves and with representatives of the Authority. The committee does not claim to know the effects on children of programmes in which aggression is the central ingredient but it is securing, and will in due course publish, an objective assessment of parents' reactions on this point, and it is also seeking the views of organised bodies of opinion. Later it intends to conduct an enquiry into the effects of such programmes on the habits and behaviour of children. In the meantime it welcomes free public discussion and debate and is always ready to receive evidence on the subject from any source which wishes to offer it, although it would stress that the issues cannot be fairly expressed in simple black and white terms.

Programmes for Schools.

Much earlier in the life of independent television than might have been expected, the committee was called upon to recommend to the Authority a procedure for ensuring that television broadcasts for schools are conducted on lines acceptable to the local education authorities and the teaching profession. In the light of the recommendations made by the committee, Associated-Rediffusion established an advisory system which has enabled their schools broadcasting enterprise to be conducted with progressive success. Equivalent arrange-

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ments have also been made by Scottish Television, and the Committee believes that as and when other programme companies plan to initiate schools broadcasts the advisory machinery it has recommended can be readily adapted to suit their special needs. Once it is satisfied that a programme company has proper arrangements for securing and observing the advice of educational interests the committee does not concern itself in detail with the output of schools television: it keeps itself informed about the progress of the undertaking and remains ready to make further recommendations should difficulties arise.

Children's Viewing Habits.

The Committee is, of course, aware that large numbers of children regularly view adult programmes up to 8-30 or 9 at night and even later. This is a social fact which neither the television organisations nor the committee itself can ignore, but in this first phase of its work the committee has thought it best not to stray too far from its terms of reference, which, under the Act, relate to matter intended for children or young persons.

Children's Television Advisory Committee

Mr. W. Hamilton, M.A. (Chairman)	Head Master of Rugby School.
Dr. W. P. Alexander, L.H.D., Ph.D., Ed.B., M.A., B.Sc., F.B.Ps.S.	Secretary of Association of Education Committees.
Lady Banwell	Honorary Secretary of Broad- casting and Television Sec- tional Committee, National Council of Women.
Miss J. M. Bosdét, B.Sc.	H.M. Inspector, Ministry of Education.
Dr. John Brown, C.B.E., M.C., LL.D.	Formerly the Education Of- ficer, London County Coun- cil.
Sir Ronald Gould, M.A., Hon. F.E.I.S.	General Secretary, National Union of Teachers.
Mr. A. W. Hurl, C.B.E.	Chief Executive Commissioner Boy Scouts' Association.
Mrs. Jean Law	A leading member of the Mothers' Union.
Mr. J. L. Longland, M.A.	Director of Education for Derbyshire.
Miss Dorothy J. Neale.	Headmistress of Hartsholme County Infants' Schools, Lincoln.
Miss M. O'Conor, O.B.E.	Chairman of the Education Committee, Isle of Wight County Council.
Miss M. E. Popham, C.B.E.	Formerly Headmistress of Cheltenham.
Dr. H. Stewart Mackin- tosh, M.A., B.Sc., Ed.B., Ph.D.	Director of Education, Glas- gow.
Rev. Arthur H. Gray, M.A.	Minister of St. John's Church, Paisley.

Expansion and modernisation of the Somogyvár Institute for Backward Children in Hungary, is to cost £70,000 (£9 million forints) during the next three years.

Youth Employment

The Ministry of Labour report for 1957 says that the sub-committee of the National Joint Advisory Council, which considered the arrangements for the training of young workers in industry, with particular reference to the adequacy of intake into apprenticeship, and other forms of training, completed its enquiries towards the end of the year.

Although more school-leavers became available for employment, the number of unfilled vacancies for young persons over the whole country continued to exceed the number of young persons registered as unemployed. During the year, 521,000 boys and girls were given individual vocational guidance. In all, 393,000 were placed in employment—228,000 of them in their first jobs after leaving school. The progress in employment of 395,000 young people was followed up. Of that number, nearly 260,000 attended "open evenings" to report the progress in their work.

Over 850 training allowances were given under the Scheme through which in approved cases young persons who are unable to obtain suitable training in their own home areas are assisted to undertake training in employment away from home. During the latter part of the year, modifications of the Scheme were under consideration due to the increasing numbers of school leavers.

"Train More Apprentices, Now!"

This was the theme of the address by the Hon. Richard Wood, Parliamentary Secretary to the Ministry of Labour when he spoke at a public meeting in Morley Town Hall organized by the Area Youth Employment Committee. Mr. Wood referred to the decision of the British Employers' Confederation, the Trades Union Congress, and the Boards of the Nationalised Industries to establish a National Apprenticeship Council as had been recommended in the Carr Committee Report "Training for Skill" and said if firms were unwilling to take on apprentices to-day because economic conditions were temporarily unfavourable that would be the surest way of missing the tide.

Schools Broadcaster Off Again

Ex-Marine Commando Tim Slessor, a B.B.C. Schools Broadcasts producer, enjoys long distance travel. That is why he and his friend, freelance cameraman Barrington Brown are to set out for Burma on August 1st. The aim: to film the people and interesting aspects of Burma for a series of three programmes for the B.B.C. T.V.s "Travellers' Tales" series next year.

This 26-year-old, fair-haired, athletic young man has been producing programmes for schools for 18 months. He specialises in the weekly geography series and also does current affairs programmes.

For the trip out East they are taking a midget recorder and a 16 mm. camera, adequate stocks of food and several thousand cigarettes.

"When I made an overland trip with friends from Oxford and Cambridge in 1955 we were away a year and found that what the people of the East most appreciated were English cigarettes," explains Tim. Also neatly packed in the rear of the car will be 6,000 paper towels for drying cutlery and crockery. Ordinary towels will be taken for their personal use.

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The
SCHOOL GOVERNMENT CHRONICLE
 and
EDUCATION REVIEW

No. 3397

AUGUST, 1958

THE SCHOOL GOVERNMENT CHRONICLE AND EDUCATION REVIEW is published on the 15th of each month, price 1/-, and may be obtained through any newsagent or bookseller, or by post direct from the publisher at 13/6 per annum, post free.

It is an independent journal attached to no Association or political body, and in no way restricted to the protection of special interests or to the advocacy of any policy which is not primarily for the advancement of national education.

All communications intended for publication on editorial matters should be addressed: "The Editor, THE SCHOOL GOVERNMENT CHRONICLE AND EDUCATION REVIEW, Cobham House, 24, Black Friars Lane, E.C.4." All other communications should be addressed to "The Manager," at the same address. Remittances should be made payable to "The School Government Publishing Co., Ltd." and forwarded to the Manager.

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CONTENTS

	Page
PUBLIC SUPPORT FOR EDUCATION	423
GOVERNMENT RECEPTION FOR AMERICAN AND COMMONWEALTH TEACHERS	424
FULL SECONDARY EDUCATION FOR ALL	425
CHILDREN'S TELEVISION ADVISORY COMMITTEE	426
YOUTH EMPLOYMENT	428
MONTH BY MONTH	430
PHYSICAL EDUCATION IN SCHOOLS OF TODAY	432
THE KIDBROOK EXPERIMENT	432
AS THE ADMINISTRATOR SEES IT	434
BETTER SCHOOL DINING FACILITIES	436
INTERNATIONAL CONGRESS IN MANCHESTER	437
NEW CHARTER FOR ART EDUCATION	438
STANDING COMMISSION ON MUSEUMS AND GALLERIES	438
ROSE COTTAGE SCHOOL	439
BOOK NOTES	440

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Month by Month

**The
Technological
Drive.**

NOTHING could have been more timely than the theme of the Presidential Address delivered to the Association of Education Officers at Cambridge last month by Mr. W. G. Stone, M.A., Director of Education for Brighton. Mr. Stone modestly disclaimed any right on the part of education officers to decide school curricula and teaching methods. What should be claimed is a general understanding of the assumptions on which the work of schools and colleges is done, and the right to be satisfied that changes in the curriculum are effected for good and adequate reasons and not merely for expediency, through "side pressures," or even because of some educational whim. It was from that Mr. Stone, as an education officer, viewed the present technological drive. He warned against being stampeded, persuading our ablest young people to enter science laboratories, giving in the interests of technology "a new slant to the whole pattern of our schooling," and claiming as something essentially desirable what is really enforced through non-academic pressures. The present stimulation of chemistry, physics, engineering drawing and the rest in secondary schools is due to reasons which are not primarily educational. If our educational system in all its stages has to be changed because of national needs, then some thought should be given to what those needs really are. Some reasoned defence and some critical examination should be made of the assumption on which present proposals are based. "Man cannot live by technology" said Mr. Stone in one of his most striking aphorisms, "even though he may perish by it." The major problems to be faced to-day are those of group living, politics, administration and human relationships, not to be solved through scientific and technological training. They are, as Mr. Stone declared, essentially human problems, to be tackled in the fields of the humanities and social sciences. The technological drive is primarily vocational, materialistic and utilitarian. Vocationalism must not monopolise, or even dominate, education. No civilisation worth its salt has failed to recognize that "fundamentally saints, poets and philosophers are more significant than merchants, money changers and those who make the wheels go round or supply additives to high octane petrol."

* * * * *

**The Lure
of Science**

MR. STONE was speaking to his professional colleagues, but it is interesting to find similar sentiments expressed to grammar school pupils. Advice to boys with a strong bent towards the arts not to be diverted by the "lure of science" at the present time was given by Sir James Duff (Vice-Chancellor of Durham University) at the Wakefield Grammar School Speech Day. Sir James referred to the tremendous demand in the world to-day for scientists, but urged those boys whose interests were in language, literature, history, art or music to follow that interest and not be deterred by the lure of science. "Do not feel that your work is not likely to be valued in the world of to-day or tomorrow, for that cannot be." There could never be a

[Continued on Page 431.]

world, he continued, which would not want historians, for example, people who knew about the great deeds of men of the past. Nor could there ever be a world in which a man who was skilful in words would not have a place of honour and respect. The world would always need people with the skill to advise and the skill to persuade and explain, even if the world be at the same time as technical as it was to-day. Science, he said, was in the right century—but so were the arts. It is good to know that such advice is being given, and in this case, by a distinguished spokesman of the universities too. The changes now being witnessed in the character and content of Sixth Form studies should at any rate not pass unnoticed and unobserved.

* * * *

**Art
Education.**

THE issue by the Minister of Education of Circular 340 on Art Education preceded by only a week the Annual Conference of the Association of Art Institutions.

It came, in fact, too late for the Chairman Mr. E. E. Pullée, A.R.C.A., F.S.A.F. to refer to its contents in any detail. The Circular gives the Minister's general conclusions on what is generally known as the Freeman Report, which was issued as long ago as April, 1957. The Minister has decided to establish a National Advisory Council on Art Education as recommended by the National Advisory Committee on Art Examinations. The Council will be concerned with Art in all its forms except Architecture, on which the Minister will continue to seek the advice of the Royal Institute of British Architects. The Council will advise firstly on the most important matters arising out of the Minister's consideration of the Freeman Report. The National Advisory Committee on Art Examinations will be dissolved when the new National Council is established and its functions in relation to the Ministry's Art Examinations will be exercised for the time being by the new Council. The Freeman Committee's recommendations regarding new courses are accepted and the Council will recommend appropriate educational standards for entry. The Minister agrees to give up direct responsibility for Art Examinations and to the abolition of the Intermediate Examination. He does not however agree that there should be a central examination for a national diploma. Instead will expect that art schools approved for the new courses will examine their own students "subject to the external assessment appropriate to a national qualification." This may prove to be the most questionable of the proposed changes. The new Council will recommend whether the new system should be administered by some new *ad hoc* body or directly by the Council itself.

Mr. Pullée, on a first scanning of Circular 340, declared that we now stood at the threshold of a new deal in Art Education. We must indeed look forward to the challenge and opportunity which he believed would be accepted with vigour, imagination and enthusiasm by all concerned. The implications of the Minister's new policy need now to be assimilated and digested. Meanwhile the Association of Art Institutions would welcome and acclaim the Minister's opening statement, so convincingly expressed. He wished the widest publicity to be given to paragraph 2:

"Artists and designers play a vital part not only in

the fine arts, but in industry and commerce, in primary and secondary education and in the national life generally, and the Minister regards art education as being of the first importance."

Mr. Pullée regarded this pronouncement as "the finest fillip" that Art Education had enjoyed for many a year, and something to give confidence and encouragement to all in tackling the issues which lie ahead with all possible energy and enthusiasm.

* * * *

**"Eleven
Plus" in
the North.**

FROM Newcastle-on-Tyne comes the news that the eleven plus examination is to be abolished in that city and county. The Education Committee

has recommended that the English and Arithmetic tests, the traditional element in the selection procedure, be discontinued. Instead, selection will be made on the information given by four intelligence tests taken over the last two years of primary education, together with head teachers' assessments. It is unfortunate that this very reasonable proposal should have been received and considered from the political as well as from the educational angle. There is nothing in the proposal itself to associate it with any political creed. It is something which should be considered entirely on its educational merits. Both experience and research support the view that tests of performance and attainment in English and Arithmetic have served their purpose and had their day as necessary and even decisive elements in selection procedure. However necessary they may have been a generation ago, the need for them to-day has ceased. Other and more reliable methods have been developed for discovering what the Authority wishes to know about a child as he must pass from the primary to the secondary stage in his education. The Authority must ascertain the ability and the aptitude of the child. It is for the receiving school later on to discover what he knows.

* * * *

**Secondary
School
Examinations.**

THE effect of an amendment successfully carried to an Executive Committee motion at the Annual Meeting of the Association of Education Committees should prove to be the

first step towards consideration by the Ministry of a recognized, but in no way compulsory, examination for Secondary Modern School leavers. The Executive Committee's motion regretted that the Minister had not acted on the Secondary School Examinations Council's advice and requested that Council to take any necessary steps to facilitate the free development of examinations *at about the age of sixteen*, as the Executive Committee had proposed in March, 1957. Both Sir Wilfrid Martineau and Dr. Elfed Thomas gave convincing reasons for allowing secondary modern schools freedom to develop in accordance with their own needs. Neither of them even mentioned the restrictive words, here italicised. The Conference had already agreed without dissent to the compulsory extension of school life to the end of the year in which a young person attains the age of fifteen. The Directors of Education for Wakefield and Southport accordingly moved and seconded an amendment which was to remove the words italicised.

In spite of a request from the platform to the contrary, the amendment was carried. It was stated that a compulsory fourth year for all secondary modern school pupils would transform the work of the schools to such an extent as to make most undesirable if not practically impossible any diversion of attention to a small minority of pupils who might stay on voluntarily to sixteen or more. The tendency would be for direct transfer from secondary modern schools to introductory courses at Technical and Art Colleges and to G.C.E. courses where appropriate. The Secondary Modern School leaver would be entitled to some tangible evidence of standard attained. An examination a year after most pupils have left would be a manifest absurdity. It prompts one to wonder what would happen with a statutory leaving age of sixteen. Would the Minister then consider that no pupil should take an external examination until about the age of seventeen—and so on! The hands of the Executive are now untied and it is to be hoped that the Minister will recognize the significance of such manumission.

Physical Education in Schools of To-day

Sir Edward Boyle, the Parliamentary Secretary to the Ministry of Education, spoke enthusiastically about modern developments of physical education in the schools when addressing the opening session of the 2nd Empire and Commonwealth Conference on Physical Education in Barry, Wales. "The narrow and rigid type of 'school drill' has given place" he said, "to a more elastic and adjustable system which takes in not only training in movement but also games, swimming, athletics, dance and many outdoor pursuits such as camping, sailing and climbing."

"In no field of education" he said, "have there been such radical changes in purpose and content as in the field of physical education. Games and sports of many kinds have always occupied a prominent place in the life of the people of this country but it was only towards the end of the last war that it became generally recognised that physical education is an essential part of general education and not simply valuable for its therapeutic or remedial effects.

"The way we use our bodies, the confidence and ease with which we move, and the directness with which we can communicate our ideas and feelings to other people, are all highly important features of our whole personality. These things all have a bearing on those qualities of a human being that we all admire, such as, courage, intelligence, skill and moral sensitivity. While I would certainly concede, on the one hand, that people really do differ in innate intelligence and aptitudes, and that these differences cannot be accounted for simply by differences of environment, I have also no doubt, myself, that people's personalities can be affected and made more mature by the quality of the education they receive in all its many branches. First class teaching of physical education can make a real difference to a child, no less than first class teaching of, say, history or physics, or music, and I believe also that the same is true of a first class and thoroughly experienced psychiatrist."

Speaking about secondary education in general, Sir Edward said that much more is now demanded of the

children. "They have increasing freedom of choice in the courses they can undertake and in the careers which they can choose after they leave school, and they have therefore to learn how to choose for themselves, to discriminate, and so to be able to make the most of the increased freedom which they enjoy. This new approach to secondary education, with all of its extremely deep social and moral implications, has involved changes in the content of the school programme and in methods of teaching; and where these have been understood, there can be no doubt that children have often attained much higher achievements than ever before.

"Now the point which I want particularly to emphasize is that where we are considering physical education, or any other part of the curriculum, we are not only concerned with the exceptional child. The aim of physical education in the schools should be, first and foremost, to ensure that every child is encouraged to make the best use of his natural energies and abilities, and this applies equally to those children whose physical endowment is below the average. And for this reason I hope that we shall always measure the achievements of physical education in the schools, not simply by what Britain achieves in international sports gatherings, but by the sort of individual boy and girl schools produce in London or Birmingham or Barry or Llanelli."

The Kidbrooke Experiment

Bridging the gap between school and work

Twenty-five 15-year-old girls who will be leaving the L.C.C. comprehensive school at Kidbrooke, London, S.E.3., at the end of the summer term will be entering the world of work equipped with a basic knowledge of what they will have to face that has never before been provided for school-leavers.

Over a period of ten weeks they have been taking part in an experiment in bridging the gap between school and work, in trying to ensure that school-leavers do not suffer too harsh a shock when they find themselves in the vastly different circumstances of beginning to earn their own livings.

The Kidbrooke Experiment arose from some forthright evidence given by Mr. John Marsh, director of the Industrial Welfare Society, before the Central Advisory Council for Education, which has been considering the minimum school leaving age. He told the council that British employers were critical of the lack of preparation for working life that they found in youngsters coming to their first jobs.

Miss A. G. Green, head mistress of Kidbrooke School, who is a member of the council, took up his challenge and asked the Industrial Welfare Society to help in the preparation of a special social studies course for school-leavers, with the aim of broadening their view of the world outside school, and giving them some idea of the opportunities open to them.

Miss Elizabeth M. Pepperell, I.W.S. assistant director, then arranged a series of talks covering such topics as: facing the sudden prospect of being grown-up; spending wages wisely; what it is like to work in a big store, or in a factory, or as a waitress; how to go for a job interview; how to get on with the people you have to work with; the influence for good or ill that a girl can have on her boy friend; a simple outline of the work of the trades unions; and a guide to health and good grooming.

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As the Administrator Sees It

(FROM A SPECIAL CORRESPONDENT)

STANDARDS OF LOCAL GOVERNMENT

Dame Evelyn Sharp, Permanent Secretary to the Ministry of Housing and Local Government, has suggested that the standard of local councillors is not so high as it was before the war. In particular she deplored the absence on local councils of industrialists and other men and women who were of some standing in the local community. She attributed the decline to party politics.

Dame Evelyn would not have made such a statement without good authority. From her vantage point as permanent secretary to a Government department closely connected with local government she obviously has plenty of material to work upon.

Why has this decline set in? Dame Evelyn is probably correct in ascribing the decline to the emergence of party politics in local government. There is no doubt that there are many men and women who are unwilling to enter local government because they are unwilling to reveal their political allegiance. This applies particularly to men and women whose businesses serve the public. In a predominantly Labour area a shopkeeper who revealed that he was a Tory would probably lose much of his custom. A bank manager who revealed Labour sympathies would probably find that his views were not shared by many of his customers; and it is highly probable that these people would transfer their custom elsewhere.

The main reason, however, is the amount of time which the modern local councillor has to give to council work. The councillor of to-day has to attend not only council meetings but also sub-committees and sub sub-committee meetings. The conscientious councillor will not only have to find time to attend these committee meetings but also to read the material which is supplied in connection with these meetings. This burden can be heavy enough, but because local government is organised on party lines he has to attend meetings associated with his party. In practice these party meetings are more time-consuming than council meetings. All political parties have a passion to-day for agreement. The party line is something which is very real, and the party whip is often used to crack rebels into submission. It is at these meetings, and not council meetings, that decisions on the party line are taken.

Education committees must have among their members men and women who are co-opted because of some knowledge which they have of education. The position has been reached in many areas that these co-opted members are the nominees of political parties. Even when they are educationalists, their presence is not always welcomed. Recently one chairman of an education committee which rejected his scheme for secondary education because some of the co-opted members voted with the minority party stated that such members should not vote at all on political matters. This is indeed a strange doctrine.

Historians of the future might reflect on the obsession which parties have at the present time on apparent

unanimity. A man who enters local government to-day not only mortgages his time to council matters, but to party matters as well. If he is not obedient to the party line he will find that his presence is by no means welcome, and that promotion to chairs and other civic honours is virtually barred. Men and women with some independence of mind do not find an atmosphere of this kind at all to their liking. Some try it, but they only last for a short time, and when they resign the excuse is always given that they have not time for council work. This is only partially true. The fact is that they have neither the time nor the inclination for council work as at present conducted by political parties.

One must accept that party politics in local government has come to stay. Within that framework, however, some means must be found of reconciling independence of judgment with the party line. Every one who has been to council meetings has seen the unhappy spectacle of a member expressing an independent judgment, being heard in silence by his own party and jeered by the other party. In truth such members should be cheered by all parties. If the conformists only took time to consider, the political nonconformists are the kind of people who raise the work of government from a dismal matter of counting heads to something real and personal. If only there were more independent members in all parties Dame Evelyn would have less to complain about.

* * * *

THE OUTLOOK FOR JUVENILE EMPLOYMENT

During the past ten years education committees have been concerned with the problem of school accommodation in order to accommodate the children of the "bulge" years. During the early 1960's the great majority of these children will be leaving school and will be entering the labour market. What are their prospects?

It can be safely assumed that their experiences will be very different from their elder brothers and sisters during recent years. There has never been a time when juveniles could pick and choose jobs, as they could during the past few years. This is because of the demands of the post-war economy and the low birthrate of the pre-war years. Many employers have complained about the quality of the young people which they were compelled to recruit. Such employers forget that the number of young people involved is small because of the low birthrate of the late thirties, and that this already small number is further reduced because the best of them tend to go in for advanced education at technical college and university.

Before the war the professions of banking and insurance had no difficulty in recruiting suitable young people with good school certificate qualifications. Now the class of boy and girl who tended to go into such occupations is going into university. The banks and insurance companies have been quick to realise what is taking place, and the large scale schemes of mechanisa-



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CONTENTS of the 1958 summer number of *English* (price to non-members, 5s.) include :

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tion are the direct outcome of this. Local government services complain that the quality of their young people is not so good as it was in pre-war years. Here again the potential local government officer in many cases prefers to read for a university degree and local government is lost to him.

Because of this, many employers, who, before the war, would only consider boys and girls with a grammar school education, have been compelled to recruit boys and girls from modern secondary schools. It is idle to suppose that employers have done so willingly. Not all, like the banks and insurance companies, have realised the changes that have come over the juvenile market. On the other hand, the juveniles themselves have realised very well what was taking place.

In the 1960's, however, all will be changed. Employers will find that once again they can pick and choose. Juveniles will find that their ability to pick and choose is severely restricted. If there is a measure of adult unemployment, and if trade conditions are less favourable than they are to-day, the position could be serious. Some local education authorities are already taking steps to acquaint employers with what will happen. Actions of this kind should be commended. It would be a national calamity if there was a large measure of juvenile unemployment in the 1960's. The problem will be solved if employers realise the changed conditions which will then operate, and if they are prepared to make a determined effort to help the young people.

Business and commercial expansion does not take place overnight. It requires a period of study and

forethought. Just as education committees had to plan ahead in order to accommodate the "bulge" children during their school years, employers would be well advised to plan for expansion to take place just when this large number of juveniles will be ready for the labour market.

The problem, of course, does not concern employers only. The parents of the children are obviously involved. In addition the trade unions should be giving attention to this problem. At this stage all that can be done is to draw attention to what will happen in the 1960's. All experience goes to show that problems can disappear if their imminence is foreseen and the necessary steps taken to deal with them.

Better School Dining Facilities

Building Programme for 1959-60 to be Doubled.

Mr. Geoffrey Lloyd, the Minister of Education, has told local education authorities that he has arranged to increase the "school meals" building programme for 1959-60 for major projects, to about twice the size of that for the current year. Work to the value of about £1 million has been approved for 1958-59.

In a circular to authorities, the Minister says that this enlargement is designed to permit the improvement of very poor dining facilities but the programme will continue to cover other proposals for the improvement of school meal facilities, including the remedying of unhygienic conditions in kitchens and sculleries. The Minister recognises that the building resources available since 1949 have been limited and that there are a good many schools with unsatisfactory dining facilities. The enlarged programme should enable a start to be made in remedying the worst of them.

Authorities are invited to submit by the end of September proposals costing more than £2,500 that they consider urgent and essential. Minor building works costing less than £2,500 each will again be limited but authorities are asked to submit by the end of October an estimate of such work which they consider is essential and practicable to start during the financial year 1959-60.

New Chairman of Burnham Committees

The Minister of Education, Mr. Geoffrey Lloyd, has nominated Sir Thomas Percival Creed, K.B.E., M.C., Q.C., as Chairman of the Burnham Committees to succeed Lord McNair who has resigned. At a meeting of the main Burnham Committee on July 23rd, Sir Thomas was invited by the Committee to take the chair.

Sir Thomas, Principal of Queen Mary College, University of London, was Chief Justice of the Sudan from 1936 to 1941 and Legal Secretary to the Sudan Government from 1941 to 1947. Since 1948 he has been Chairman of the Medical Appeal Tribunal under the National Insurance (Industrial Injuries) Act, 1946.

The tenth and latest edition of the Unesco publication, "Teaching Abroad," (H.M.S.O., price 5s.), which lists teachers from all over the world wishing to follow their profession outside their native land, gives information and detailed particulars concerning more than 1,700 lecturers and teachers in higher and secondary education.



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International Congress in Manchester

The International Congress on the Educational Treatment of Deafness which has brought for the first time to this country, experts in the education of deaf children from every continent in the world, was opened officially by Sir Edward Boyle, Parliamentary Secretary to the Ministry of Education, at Manchester University.

In his address to the congress Sir Edward described some of the most recent developments in this field and announced that in this country it was now possible for babies to be treated. Audiology clinics had been established in several parts of the country where babies could be treated as soon as they were suspected of hearing loss. If a child's hearing was found to be impaired the mother was given guidance on the best way of dealing with the handicap until the child was old enough to attend school.

"We need more audiology clinics and nursery school provision in the country as a whole," he said, "but I think there is little doubt that before long we shall have facilities for all very young deaf children."

Sir Edward said there had also been notable progress in the use of auditory equipment generally. Recent advances in electronic engineering had given the schools greatly improved amplifying equipment, both for individual and for group use. These developments were as yet in their infancy, but their eventual effect might well be far-reaching. The latest innovation in this direction was a transistor-type hearing aid which would shortly be made available. Priority in the distribution of this instrument would be given to children.

There are now fifty special schools for the education of deaf children in England and Wales, he said. Thirteen new schools had been opened since the war, and the number of deaf and partially deaf children attending these schools had risen from 3,461 in 1946 to 5,025 last year. Some schools had shown beyond doubt that deaf pupils of good intelligence could, despite their severe handicap follow advanced courses leading to university entrance or to a variety of responsible posts in industry and the professions.

Another recent development had been the establishment of special classes for partially deaf children attached to ordinary schools. These had many advantages. The children were given special educational treatment without having to go away to boarding school; they were taught by teachers with special qualifications who could now work with the full assistance of auditory equipment; and outside the classroom the children themselves had contact with normal classmates which stimulated their speech and encouraged them to make the best use of their residual hearing.

More special teachers were needed, said Sir Edward, but substantial progress had been made. The number of teachers in special schools had almost doubled since 1946. These teachers were the only members of the profession, aside from teachers of the blind, who were required by regulation to be specially qualified for work with handicapped children in addition to being qualified teachers.

"No-one could say in this country deaf children are treated less favourably than any other children," said Sir Edward. "They are receiving—and rightly so—

their full share of attention within our educational system. In saying this, I do not want to sound complacent. There is a very great deal still to be done. If we were ever in danger of forgetting this, our critics would soon remind us."

He said the congress was welcomed in the country. "If what is said in Manchester this week and next causes the world to think harder about deaf education in the months and years to come, you will have done your work well."

Teachers' Salaries

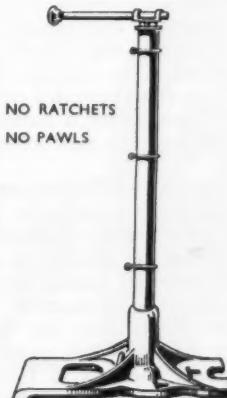
The Ministry of Education has been asked by the Joint Honorary Secretaries of the Burnham Main Committee, (Dr. W. P. Alexander and Sir Ronald Gould) to issue the following statement:

At a meeting of the Burnham Main Committee in London on July 23rd the Teachers' Panel submitted a claim for new salary scales for teachers in Primary and Secondary Schools. The Authorities' Panel indicated that they would consider these submissions and advise the Teachers' Panel in due course whether they were prepared to open negotiations for new scales. The Committee adjourned to a date to be arranged.

To bring to the attention of adults the very considerable achievements of Children's Film Foundation, the National Film Theatre of the British Film Institute have this month staged a series of programmes of films made for children by the Foundation to which members of the public have been invited.

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New Charter for Art Education

Mr. Geoffrey Lloyd, Minister of Education, in a circular to local education authorities says he has accepted with one major and a few minor modifications, the main recommendations of the National Advisory Committee on Art Examinations whose report was published last year.

First, the Minister will set up a National Advisory Council for Art Education. The Council members are to be drawn from a wide field and will represent art schools, teachers, universities, local education authorities, industry and practising artists. The Council will be a permanent feature of the Minister's administration and it will advise him on all aspects of art education.

Second, the Minister will give up responsibility for conducting art examinations. There have been art examinations controlled by the central government for over one hundred years, but the Minister says that a central system has outlived its original purpose and it must go "if art education is to gain new status and greater freedom . . ." The Minister has not accepted the National Advisory Committee's suggestion that some form of central examination should continue for students from some art schools after the Ministry ceases to examine. In his view the time has come when all the schools which are judged capable of providing the proposed new courses should be given freedom to examine their own students.

Mr. Lloyd has also accepted the proposal for a new full-time art course lasting three years and leading to a national diploma. Entrants, not less than 18 years of age, should have reached "a satisfactory standard of general education, as well as produced evidence of their ability in art." In the Minister's view all students whatever careers they have in mind, should receive some fine art training as the basis of any later specialization.

The circular says the Minister hopes that such a course would approximate in quality and standard of achievement to a university course of the same length leading to a first degree. Within this framework the Council will be asked to recommend what types of course should be provided. The council will be asked to consider the form of external assessment which will be needed when art schools examine their own students for a national qualification and to recommend how the new system should be administered.

The Minister says he would expect the body administering the examinations system to be responsible for laying down academic conditions for courses designed to lead to the new diploma, for approving syllabuses and for awarding diplomas. It will be for the same body to consider the capacity of individual schools to satisfy its academic requirements, but the circular says that it is not to be expected that all the schools which now run approved courses for the National Diploma in Design will be able to provide advanced courses of the breadth and standard envisaged in the circular.

Mr. Lloyd says that artists and designers play a vital part not only in the fine arts but in industry and commerce, in primary and secondary education and in the national life generally, and he regards art education as being of the first importance. Art schools have much to contribute to the raising of standards of artistic performance and to a growing appreciation of art throughout the country. His general policy in this field will be

designed to further both these important developments.

Mr. Lloyd adds that he wants to see closer association between art schools and firms in industry and commerce who employ designers, and this is another question on which the Council will be asked to advise.

The Minister will ask the Council to work out the new system as quickly as possible and meanwhile he suggests that local education authorities should not formulate any major changes in their plans for art education. The Ministry's examinations will continue meanwhile so that students will not suffer interruption of their careers.

Standing Commission on Museums and Galleries

The Standing Commission on Museums and Galleries is being reorganised after discussions between the Treasury, the Standing Commission and the Boards of trustees of the national museums and galleries.

At present the Standing Commission consists of a chairman appointed by the Prime Minister and nine members appointed on the nomination of the governing authorities of the museums and galleries, which are divided into several groups for the purpose. There is general agreement that the Standing Commission should in future include, in addition to the valuable element of members nominated by the national museums and galleries, some individuals appointed directly by the Prime Minister. The change will bring the constitution more closely into accord with that recommended by the Royal Commission of 1929/30 which proposed that the Standing Commission should consist partly of individuals selected from the governing authorities of the national museums and galleries and partly of distinguished persons from outside.

The size of the Standing Commission has accordingly been raised from ten to twelve, of whom six will be nominated and six, including the chairman, independent members appointed directly by the Prime Minister.

The Standing Commission on Museums and Galleries was set up in 1931, following on the report of the Royal Commission (1929-30) on Museums and Galleries. The main function of the Standing Commission is to advise generally on questions relevant to the most effective development of the national institutions as a whole. It considers and co-ordinates proposals put forward by various institutions, advises on priorities, and publishes quinquennial reports reviewing the whole field. The next report is expected in the spring of 1959.

The existing members of the Standing Commission are : The Earl of Rosse (Chairman), The Earl of Crawford and Balcarres, Sir Henry Dale, Viscount De L'Isle, Mr. E. C. Gregory, Lord Kenyon, Sir Albert Richardson, The Earl Spencer, and Mr. John C. Witt.

Three independent members will be appointed in the near future. The other two independent members will be appointed as and when vacancies occur among the nominated members.

British teachers who will be spending a year teaching in the U.S.A. or Canada on an exchange basis are to receive a much larger grant from H.M. Government towards their expenses. They will now get £375. Previously those going to the U.S.A. received £225 and those to Canada £270.

Rose Cottage School

Rose Cottage School, the second new school for educationally sub-normal children to be built in London since the war, was opened on July 11th by Dr. L. T. Hilliard, Physician Superintendent of the Fountain Hospital. The school was built in order to rehouse the Vanbrugh Primary School which closed at Christmas, 1957, and to relieve over-crowding at other schools. It was designed by the former Architect to the L.C.C., Professor Sir Leslie Martin, M.A., Ph.D., F.R.I.B.A., and was erected by Messrs. Halse and Sons, Ltd. Pupils are drawn from South-East London and from North-West Kent.

The school has been designed to meet the special needs of the children and provides accommodation for 160 boys and girls whose ages range from 5-16 years. All have their midday meals at the school and the admission class has a daily rest on camp beds. Those children who need speech therapy are treated by a visiting speech therapist.

All the pupils are encouraged to take as much part as possible in the general life of the school. Full advantage is taken of the school's situation, adjoining open space on the country boundary, to encourage the children's interest in nature study; gardening also plays an important part in the school's activities.

The Headmaster, Mr. L. J. Vickery, is assisted by a staff of ten full-time teachers.

Conference of University Professors of Science and Engineering

Seventeen professors of science and engineering from British universities attended a four-day conference organised by The United Steel Companies, Limited, on the relation of scientific research to production. The conference which is the first of its kind to be held by the company, lasted from July 7th to 10th.

During their stay, the professors were in residence at University Hall, Sheffield, and visited United Steel's research and development department at Rotherham in addition to three of the company's steelmaking branches—Appleby-Frodingham Steel Company, Scunthorpe; Steel, Peech and Tozer, Rotherham; and Samuel Fox and Company, Limited, Stocksbridge.

An unusual feature of the conference was that research failures as well as successes were being presented for evaluation. Three examples of successful research investigations which were discussed concern the prevention of breakouts from iron and steel furnaces, the development of low carbon bainitic steels and mechanisation of drilling operations in steel sections and plates for structural uses.

Every opportunity was given to the visiting professors to participate in discussions with members of the company's staff and to pursue individual lines of enquiry.

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BOOK NOTES

The Right Way to Improve Your English. By J. E. Metcalfe. (Elliot Right Way Books, 7s. 6d. net.)

"What is good English? The shortest answer to this question is probably 'English which is grammatical.'" In this his opening sentence the author of this *vade mecum* of correct English expresses the fundamental difficulty of his task of writing a sound and useful guide which shall at the same time be "no dull and conventional text-book but a light-hearted series of chapters . . ." For, except to the few who are genuinely interested in language, grammar is a dull business, and any attempt to treat it light-heartedly is apt to result in a stringing together of a number of highly technical terms on a thread of oddly incongruous colloquialisms. In this instance the author has done his best—and it must be admitted that it is no mean best. A great deal of useful advice and help is given—most of it sound enough. The chapters on punctuation are particularly good. As a whole, the book lacks order and selectivity, but the man-in-the-street seeking to improve his English could certainly learn much from its pages. And there is so much to be done in this field that all conscientious workers must be accorded a welcome.—C.

* * * *

The Teaching of Science in Secondary Schools. (John Murray, 17s. 6d. net.)

To say that the first edition of "The Teaching of Science in Secondary Schools" completely revolutionized science teaching in this country would be an exaggeration—no single publication could do that. But it is true to say that a very large proportion of the credit for the changes and developments in teaching methods, staffing, provision of accommodation, apparatus and equipment and in the status of science teaching in the schools must go to this stimulating, thoughtful and authoritative survey. The very measure of its success is the fact that a new edition is now required to record the changes that have taken place. In this Revised Edition much of the book has been re-cast and re-written by a new Joint Committee of the I.A.A.M. and the Science Masters' Association. The general pattern of the book remains the same: aims and function, accommodation, apparatus, teaching methods, advanced work, examinations, teaching aids, and such miscellaneous items as first aid, the teacher and the law, the supply and training of science teachers, and so on. The only fundamental change of outlook has been a falling away of confidence in the value of General Science.

Despite the progress made between the first and second editions of this book, there is, however, little room for complacency, particularly in the matter of accommodation. In the current issue of *School Science Review* (John Murray, 7s. 6d. net) there appear the results of a questionnaire issued jointly by the main teachers' associations on the provision and maintenance of laboratories in grammar schools. The findings must be disconcerting in the extreme to those not already painfully aware from personal experience of their truth. Of a sample of 375 maintained grammar schools only 44 per cent. had adequate laboratory accommodation by Ministry of Education standards and only 3 per cent. (i.e., one school?) had adequate accommodation by the standards of the Industrial Fund recently set up to aid and promote science teaching in independent schools. It is clear that something more than mere lip-service is required by local authorities and the Ministry if we are to get the scientists and technologists the country needs in the next few years. One wonders whether something has gone wrong with the priorities in the education offices of our city and county halls.—C.

The B.D.H. Book of Organic Reagents. (British Drug Houses, Ltd. 18s. net.)

There has been a considerable advance in the use of organic reagents since the last edition of the "B.D.H. Book of Organic Reagents" appeared twelve years ago. This tenth edition has been completely re-cast to bring it into line with this advance and to incorporate the results of extensive research within the B.D.H. laboratories. Forty-eight reagents are here described, seven for the first time. More practical detail is given than in previous editions, and reagents which have proved unsatisfactory or difficult to manipulate have been omitted.—C.

* * * *

Science in Our Homes. By N. L. Houslop, B.A. and E. J. Weeks, M.A., M.Sc., Ph.D. (University of London Press, 6s. 6d. net.)

This is the third volume in the "Fundamental Science" series. A final book—"Science and the World"—is still to come. The promise of the first volume in this attractive series has been well maintained, an the whole should form a refreshingly original yet reliable course in General Science. There is plenty of readily manageable experimental work, the illustrations are clear, and the price—for such excellent book production—is moderate. Despite the shift in opinion among science teachers away from enthusiasm for the "General Science" course in grammar schools, this well-conceived series should meet with deserved success.—C.

A.B.R.S.M. Annual Meeting

The Sixty-Ninth Annual Meeting of the Associated Board of the Royal Schools of Music (Royal Academy of Music, Royal College of Music, Royal Manchester College of Music and Royal Scottish Academy of Music) was held in London, on July 22nd.

Sir Ernest Bullock, in the chair, presented the Annual Report for 1957, which showed that entries for the Board's examinations in the year amounted to 142,444, a rise of 1,628, again the highest number yet recorded.

There were 1,142 more candidates overseas, the expansion being again most marked in Singapore and Hong Kong.

The diploma L.R.S.M. and been conferred on 118 candidates out of the 313 who had entered.

After the adoption of the Report, the Board entertained to lunch seventy-four of its Honorary Local Representatives from local centres and 129 of its Examiners. Loyal toasts were given to Her Majesty the Queen, the Board's Patron, and to Her Majesty Queen Elizabeth the Queen Mother, the Board's President. Sir Thomas Armstrong welcomed the guests, and Mr. Arthur Harris of Wigan responded.

Seven new sound film strips produced by the Industrial Welfare Society are now available for hire or purchase by companies, colleges and trade associations. The aim of these additions to the IWS film strip library—now totalling more than fifty productions—is to stimulate discussion and to illustrate training programmes by the dramatised presentation of case histories based on actual occurrences.

Wilmat Breeden Fellowships for 1958 have been awarded to Dr. V. S. K. Nair, M.Sc., of the University of Glasgow, and Mr. P. J. Whybrow, B.Sc., of the Royal Aircraft Establishment. They will be held in association with the College of Technology, Birmingham, for two years from September, 1958.



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